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ABSTRACT

This six-chapter report describes a study of staff development for community services faculty at North Hennepin Community College (NHCC) and proposes a model program. After Chapter I introduces community services instruction at NHCC, past staff development efforts, and the scope and limitations of the study, Chapter II reviews the literature on community college staff development. Chapter III examines methods of data collection (i.e., a survey of 72 instructors of noncredit courses) and analysis. Chapter IV presents the results of the survey, providing information on respondents' tenure as a community services instructor; current occupation; perceptions of NHCC orientation, evaluation, and in-service training; familiarity with instructional issues and college services and resources; preferred learning methods; interest in sharing class experiences; and career plans. Chapter V examines the implications of the study and presents conclusions and recommendations. A model program is outlined in Chapter VI, which establishes the assumptions underlying the program and delineates its seven components: (1) pre-hiring interview; (2) contract development; (3) orientation; (4) evaluation; (5) in-service activities, such as credit courses on adult learners; (6) a recognition system; and (7) creation of a staff development committee. Appendices contain the survey instrument, instructor evaluation forms, a job description, and an application form. A selected bibliography is included. (KL)

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A PROGRAM OF STAFF DEVELOPMENT

(A PROPOSED MODEL)

FOR CREDIT-FREE INSTRUCTORS

North Hennepin Community College
Minneapolis, Minnesota

BY

CYNTHIA M. HEELAN

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INTRODUCTION

Community Service Instruction

Community Service programs and courses offered, free of credit, are on the increase in Minnesota. They require constant infusions of new instructors, who are hired because they are experts at doing wuch things as keeping books, building log cabins, or managing conflict. In most instances the instructors teach one night or day a week, earn stipends that are usually insufficient to compensate them for their time or effort, then return to their "real" work elsewhere. Program administrators conduct needs assessments, rearrange furniture write grants, or appease the maintenance staff and hope fervently that participants (students) are learning how to keep books or build log cabins.

Little attention has been given to instructors of credit-free courses to assist them in carrying out their teaching role. After receiving a brief orientation and possibly an Instructor Handbook (to be read later!) the new and often the long-term teacher enters the classroom ill prepared to teach adults who come many times because they have problems to solve. In addition, they are unable to give participants a sense of what kind of institution they have enrolled in or what further services the institution might provide them. Concern for these kinds of issues prompts the question: what should a program of staff development for credit-free instructors include; and more specifically, what should such a program be at North Hennepin Community College?

Currently at North Hennepin Community College there have been several attempts to provide assistance to credit-free faculty. For one thing, there is a need for instructors to understand the notion of community college and community services. Because the instructors at North Hennepin Community College reach over 10,000 community members yearly, they could be an important information carrier about the wide variety of programs and services available both for academic credit as well as credit-free instruction. There is also concern that program participants, primarily adult, achieve what they enrolled to obtain.

Past Staff Development Efforts

Staff Development efforts for Credit-Free Instructors at North Hennepin Community College have been broadly defined to include any service provided to instructors. This has included everything from the Staff Handbook to participant evaluation of instructors to a system for rewarding instructors for good instruction.

Currently at North Hennepin Community College, new instructors receive a handbook during the employment interview. Several weeks later all new instructors gather for a group orientation. They are introduced to Community Service program staff and the services offered. Program staff members discuss the nature of the community college system and the students it attracts and share concerns. Finally, they focus on administrative details such as procuring A-V equipment, the process for duplicating materials, and instructor contracts.

Several in-service staff development programs have been planned based on assessments of instructors' needs. The first event held in the fall of 1977 combined information presentation and a group process needs assessment. A

guest speaker presented a lecture on "Who the Adult Learner Is" and then instructors formed small groups to develop a teacher profile. The profile was created by brainstorming the characteristics of the "perfect teacher". Group members selected the most important characteristics for good instruction, then each person rated themselves according to how much or little of each selected characteristic in the profile they possessed. Based on the ratings, the thirty instructors present agreed on the content of future staff development activities. The greatest needs according to the self-ratings were:

1. Assessing student needs and integrating them into an already planned curriculum.
2. Effective teaching strategies and tools.

Another example of a staff development effort took place in the late summer of 1978. At that time a needs assessment questionnaire went to instructors. Instructors were asked to rate the use of various teaching strategies and to indicate their need for assistance in the improvement of these strategies as well as their interest in developing new strategies. Based on instructor response to questions and their self-rating, another staff development event was planned to deal with the four teaching strategies given the lowest self-rating and the highest interest rating by instructors. The four topics presented in an evening workshop format were:

1. Problem solving as a teaching technique
2. Using demonstrations
3. Using case studies
4. Assessing learner needs.

Because only ten from the potential of eighty instructors enrolled for the event, it was cancelled.

Instructor evaluation is another part of the credit-free staff development plan used at North Hennepin. There are several steps in this process, namely:

1. Students evaluate instructors after the second class session. This provides students an opportunity to have early input on course design. Administrators never see this evaluation since it is sent directly to instructors. Consequently, instructors help facilitate its use.

2. A program administrator observes and rates new instructors using the same evaluation form students use. Instructors are invited to ask for administrative feedback if they wish to have it.

3. Students evaluate instructors at the end of the course. These evaluations are collated by the Community Service Staff and sent out to instructors for their information and consideration.

The program administrators use the end of the course evaluation summaries to assist in making decisions about the instructor and the course in the future. Further, instructors are encouraged to use this information to adapt their teaching style and their course content.

A newsletter, The Instructor, is sent to credit-free teachers three times a year. It contains information about teachers and their courses, education conferences, and information about teaching and adult learning.

A further effort made to acknowledge the credit-free instructors is a Recognition Banquet held in the spring. Teachers in the program for five years receive a certificate; Volunteer of the Year and Community Service Awards are also presented. A banquet speaker is chosen who can entertain, give positive reinforcement and do in-service education all at the same time.

Instructor response to all these ways of acknowledging and supporting them, have in the main, been positive with the exception of in-service events. Therefore, it is necessary to ask some probing questions about the in-service events. Are some efforts a waste of time? Should the college keep trying to present in-service staff development events or should the department focus more on the initial orientation session? Since the intention is that after each intervention in which help is offered, teachers would make some instructional adaptation, a further question can be posed, are instructors

making any changes? Does the staff development offered have an impact on the quality of the educational program? These are some of the concerns that prompt a further question, what does an appropriate staff development program for credit-free instructors in community colleges need to look like? What elements should be included in a program that fosters a sense of "belonging", that engenders constant growth and flexibility and prepares credit-free instructors for fulfilling their role as facilitators of adult learning? Once these elements are decided upon, they can be put together into a total program of staff development. This total program should then be appropriate for use, not only for credit-free instructors at North Hennepin Community College, but also for credit-free instructors in community colleges elsewhere. In this way, it is hoped, that the developed program can be a prototype or model for others.

Scope of this Study

Other agencies and institutions are involved in credit-free instruction. This study, will focus entirely on the community college setting and instructors in credit-free programs. These instructors are a special group of people. They feel pleased to work in a college setting and to be treated as professionals with an important task. Yet they are paid so little that, for all practical purposes, they are volunteers. They are expected to have high commitment to adult learning even though they serve only once a week. They are expected to be experts in their field as well as expert teachers. Instructors in community college credit-free courses is the focus of this study.

Developing a program of staff development for this group of instructors should evolve first from a set of assumptions about staff development. Such assumptions formulate a basis on which to build a rationale about continuing

education for teachers in credit-free programs. A model for a staff development program together with its undergirding assumptions will also be considered in this study.

The Literature Review

A set of assumptions, rationale and a program already exist at most community colleges for those who teach courses for academic credit. O'Banion (1977), Hammons (1978) and others have researched, written and offered conferences around the issue of staff development in community colleges. Even the special needs of part-time instructors in courses for academic credit are addressed. This literature will prove valuable, specifically as one looks at the general areas of institutional understanding and instructional strategies. However, most of this literature will have to be analyzed for its applicability to the credit-free program. Specific issues such as self development, the teaching environment, and the learning population as it relates to a population teaching in credit-free courses will vary considerably from those in an environment oriented toward academic or vocational credit.

The literature in the credit-free area is minimal. For this reason, the date collected for this study will be important in developing a model program of staff development for credit-free instructors.

Data Collection

The first step in the data collection process was to form an advisory committee comprised of credit-free faculty members from the North Hennepin Community College Community Service Program. The committee raised issues that were appropriate to ask all instructors. Some of the issues raised included: Should there be any in-service for credit-free instructors?

How effective is the current program in stimulating changes in instruction or facilitating instructors' growth? As representatives of a group of people similar to themselves, this committee became important in providing a forum for discussing a questionnaire as well as the model that was developed on the basis of information collected. Based on questions posed by the committee, a survey questionnaire was developed. The committee field tested the questionnaire once it was developed and recommended adaptations and changes. At the time that the data was collected, the committee also assisted in the interpretation of the information and had an opportunity to suggest essential program elements for the staff development plan. After a tentative plan or model was developed, the committee had another opportunity to alter it before the plan was finalized and ready for implementation. Since the results of this study were intended for use, the instructor advisory committee was crucial as a valuable resource of input and feedback, therefore these individuals were valuable to the study process. The advisory committee included the following types of instructors:

1. a professional teacher who teaches in the program
2. a practitioner in a tield who taught in the program for the first time
3. a practitioner in a field who had taught in the program for several years
4. a specialist in the field of staff development
5. a consultant in managerial development
6. a dean of instruction in the college academic credit department (See Appendix 1 for a list of the committee)

This variety of instructors represented the concerns of the majority of all instructors teaching in the credit-free program.

The survey instrument was sent to seventy-two instructors teaching in the credit-free program at North Hennepin Community College during the fall quarter of 1979. Questions, initiated by the advisory committee, elicited answers in two general areas:

1. How well are we doing?
2. What should we do to improve?

Instructors who did not respond to the questionnaire received a follow-up letter and a second questionnaire in order to achieve as high a response as possible.

The data gathered from the existing literature, the credit-free instructor's responses and the advisory committee's input were analyzed. The information gathered provided answers to how credit-free staff development efforts were received and how the activities could be changed and improved. The information also provided a data base for the development of a total plan. Since the writer is the program administrator, the implementation of the staff development plan can begin immediately. Hopefully, the program developed will be useful as a model for other community college credit-free programs.

Limitations

There are obvious limitations to this study. First, the literature had to be sorted, interpreted in light of credit-free instruction and carefully applied to that unique effort. Naturally there may be concerns for relevance and applicability of some of the literature as well as the writer's biases that will be evident in such interpretation.

Second, only one group of credit-free instructors from the community college system had input into the program created. Although the instructors represented urban, suburban and rural locales and taught a wide variety of courses, they were all hired in the main, by one person to teach in one community. There, assumptions and conclusions drawn as well as the program developed may or may not be applicable to other credit-free programs in the state of in the nation and may determine the applicability of the model elsewhere.

Definitions

A number of terms used throughout this report may need some clarification. Credit-free courses are those that are usually referred to as non-credit bearing classes. Credit-free also has a more positive connotation in that people can participate in a learning experience free from concerns about grading and testing. Participants in such courses are free to learn what is important to them, and instructors are encouraged to adapt their content to meet their participants' requests.

Participants in a credit-free course refers to those persons involved in learning experiences. Student has a history of meaning youthful learners; however, people in this study's program are mostly adults over the age of 18; therefore, the term participant is used. Participant also offers some base for thinking about this older person as a learner who prefers to involve him/herself in the learning process.

CHAPTER II

SURVEY OF THE LITERATURE

Introduction

Literature relative to staff development for academic and vocational instructors in the community college system abounds. The literature generated tended to contrive a form of staff renewal; an alternative to the natural renewal caused by new teachers with new ideas. As collective bargaining increases and student population decreases, staff movement in and out of these institutions tends to decline. This necessitates some means of infusing new ideas into the institution rather than the infusion of new people.

The method chosen for the generation of new ideas among instructors in courses for academic credit has been toward the development of new skills. Thus, there was a proliferation of staff development programs with needs assessment preceding them and evaluation studies following them. Full-time and part-time instructors in programs for academic credit have been studied extensively as the following literature review will illustrate. However, a whole new group of community college instructors has emerged recently: the part-time instructor in credit-free, community service programs or continuing education programs which offer Continuing Education Units (CEU's) as alternatives to credits. Instructors in credit-free programs have some characteristics in common with full time teachers in credit programs, many of their needs are comparable to part-time teachers in credit courses, but equally as many have needs unique to themselves and their current teaching status. Literature relative to staff development for this group of instructors is virtually non-existent.

Based on some experience with credit-free instructors at North Hennepin Community College, it appears that one difference between credit and credit-free programs is the flexibility of credit-free programs. As community needs emerge and disappear, new instructors come and go; this injects the overall program with vitality and interest, but also causes unpredictability. Instructors update content and skills as they go along, knowing that it is their continued ability to respond appropriately to the changing needs of the participants and the community that will keep them employed.

Related to the difference between credit and credit-free programs is the increased numbers of adults continuing their education for their own satisfaction and growth rather than to satisfy certain externally imposed regulations, e.g. licensure examinations, state boards and standardized tests. Credit-free flexibility is further enhanced because it is not bound by the collective bargaining process and other structured means for making decisions and resolving issues on campus. Thus creative processes for evaluating and adjusting credit-free programs can be done easily through a genuine interplay of instructor, participant and administrative needs.

Therefore, some of the literature available on staff development programs for college instructors is not helpful to explore staff development programs for credit-free instructors. Since there are also some similarities among credit and credit-free faculties, much of the literature can provide a sound basis for beginning to understand models of staff development for credit-free instructors. Similarities between the two groups include: a need to be accountable to the learner, a tendency to be content oriented, a frequent lack of formal teacher preparation and the charge to work with adults as well as <u>being</u> adults; all of these provide a common platform for the development of a rationale for staff development. Because of these similarities, the information gathered from the literature will be applied to credit-free programs.

Rationale for Staff Development

Accountability to the Learner

One area of mutual concern for credit and credit-free instructors is accountability to the learner. The consumer (The College Entrance Examination Board, 1978, cites 17 million yearly) expects to learn what the catalog promises and even more. A course description prompts a positive response from the consumer for it creates an awareness of a need or interest on his/her part. Adults then register for a class expecting to have their awareness expanded, skills developed or knowledge increased. If the need is not met, participants ask for their money back. Accountability then implies a responsibility to teach the ideas or skills desired by the learners, thus it is tied to student development. Therefore, one goal for staff development is to improve student development. (O'Banion 1978).

Such student centeredness by educational programs necessitates specialized considerations regarding adult learners. Etheridge (1976) defines several notions of adult behavior needing attendion in learning environments in that he says that adults:

1. Must want to learn
2. Benefit most from active participation in the teaching/learning process
3. Respond better in an informal atmosphere
4. Maintain interest better when a variety of methods are used
5. Require reinforcement at each step
6. Should be permitted to practice new skills without threat.

Credit-free instructors have little training as educators therefore instructor response to the adult learner described by Etheridge varies. Instructors' memories of elementary, secondary and even college educational experiences tend to be that instructors are "subject centered, formal, authoritative and competitive." (Knowles, 1973). Because of their education experiences, and because they lack specialized training in adult development and learning, these instructors can hardly be expected to be aware of ways to respond

sensitively to adult learners with the needs described by Etheridge. Grymes (1977), Kelly (1970) and Astin (1974), are among the writers who agree on the need to provide developmental opportunities for instructors as a means of assisting staff members to respond appropriately to adult learners. These three authors also see staff development as essential for institutional growth.

Institutional Growth

O'Banion (1978), Hammons (1978) and Richardson (1975) are three major contributors to the community college literature who emphasize the need to view the instructional and personal development of staff as inextricably intertwined with organization development. Organization development here is defined as the renewal and continued growth of an institution and its member parts, i.e. faculty, administration and participants. These two concerns, instructional and personal development, will be viewed, then, as organizational development.

The literature is explicit about regarding instructional development as one important part of staff development. The use of varied teaching strategies by the instructors can assist them in making direct response to the adult learner characteristics described previously.

Berquist (1975) and Hammons (ibid) focus on the instructor's personal development as another major reason for staff development. According to them, the personal focus includes integrating instructional techniques with one's ability to relate to student concerns, or more generally the use of a process orientation or the problem solving approach. As an illustration, O'Banion (1971) describes teachers who come to community colleges as content oriented persons, whether they are former high school teachers, university professors or employed in business and industry. However, O'Banion emphasizes

that instructors need to be persons who are people and process oriented as well. Developing people and process skills does not happen accidentally nor does it come innately, it is learned. Berquist (ibid) suggests that it is possible to expose instructors to personal growth experiences through personal interviews, life planning workshops, interpersonal skills training and therapeutic counseling.

As another illustration of the need for personal skills or a process orientation for instructors one can look at Lees work (u.d.). She studied students in community colleges and subsequently drew up a list of the teacher characteristics most desirable to students. After adequate knowledge of the subject matter, stated Lees, the students indicated that the instructor needed to have such personal qualities as emotional stability, the ability to make subject matter interesting, the desire to give individual help and the ability to create an environment in which students felt free to ask questions. It should be possible to assume that these student oriented skills are important components for instructor personal development.

Increased growth on the part of the teaching staff inevitably leads to innovation and instructional change that reverberates institution-wide. Richardson (1975) points out that the institutional structure may need revision or institutional priorities may need to change as a result of instructional or personal growth of its instructors. This usually leads to some kind of organizational pain. Responding positively to such pain necessitates organizational development skills in "decision making, conflict management, team building and management development" on the part of instructors and administrators. (Berquist, 1975)

For a variety of reasons, Kozoll (1978) suggests that staff development should be approached within the format for good organizational development.

From problem awareness the plan should move to needs assessment or diagnosis, problem analysis should lead to problem solution, then followed by evaluation. This notion appears to put staff development in the context of development for all staff: administrative, instructional and support.

Throughout the literature considered then, two major goals for credit faculty development occur that might be directly applicable to credit-free programs: 1) accountability to the adult learner and 2) institutional growth which includes instructional, personal and organizational development.

Andragogy Applied To Teachers as Learners

Accountability and institutional growth come with alternative means of implementation Hammons (1978) suggests that successful implementation depends on successful use of the principles of adult development. Since staff in credit-free programs are adults, staff development can be called adult development. It follows, then, that staff development projects could be modeled after the best we know about adult learning theory.

Knowles (1973) developed a theory about adults as learners which he calls andragogy. Andragogy is a way of looking at adult learners as active, growing, developing, self actualizing organisms. The purpose of education is to assist adults in the continuous development of their potential. The theory gives rise to several assumptions about adults as learners:

1. As a person matures, self-concept moves from dependency to increasing self-directedness.
2. As an individual matures and accumulates experiences, those experiences become a rich resource for learning.
3. Individuals are ready to learn the things they need to function as workers, organizational members or leaders.
4. Adults tend to have a problem, rather than subject-centered approach to learning. (Knowles, 1973)

These assumptions suggest the importance of involving faculty in designing

their own learning experiences. Creating a staff development program acceptable to instructors necessitates working with instructors in a program, pooling resources based on their years of experience, assisting them in identifying their needs and facilitating ways to approach learning from a problem solving approach. Responding to the Knowles' andragogical assumptions in this way is also a logical means of implementing an organizational development approach to staff development. The following chart illustrates parallels between Kozoll's steps in organization renewal and knowles' assumptions about adult learners:

Kozoll / Organizational Renewal	Knowles / Adult Centered Teaching
1. Problem awareness	1. Problem-centered learning
2. Needs assessment	2. Identify needs or problems
3. Problem solution	3. Facilitate problem solving

One means of gaining faculty involvement in identifying needs and solving problems is to form a faculty committee. Behm (1977), O'Banion (1978) and Moe (1972) and Hammons (1978) all agree that instructors ought to form committees and plan their own staff development. Faculty development is not to be imposed on faculties, it should involve them as fully as possible. (Behm, ibid). Going one step further along the notion or total organizational development, a committee could be composed of instructors, administrators and support staff. (O'Banion, ibid). Moe and Hammons suggest the following stages for a committee's planning:

1. Introduce the proposal to plan (Moe)
2. State the purpose, goals and objectives - to be aligned with institutional goals and objectives (Moe and Hammons)
3. Use a survey to plan the staff development program details (Moe)
4. Develop types of activities, e.g. small or large group and media presentations (Moe)
5. Define program topics and continue to discuss options (Moe)
6. Implement the program (Moe, Hammons)
7. Evaluate (Moe, Hammons)

Moe and Hammons focus primarily on in-service development and working with instructors who have been on staff for some time. They also do not emphasize working from a foundation of instructor needs and interests. In addition, there is concern in a flexible program where new teachers enter each quarter, to look at staff development in a different way.

The remainder of this literature review will explore various facets of such a process. Possible components in a total plan for staff development include an amalgamation of several authors' suggestions for a development program, with an attempt to follow Kozoll's plan for organization renewal and Knowles' theory about teaching adult learners.

Components in a Staff Development Process

Once an advisory committee is formed and prepared to develop a needs assessment for instructors, two groups are taken into consideration: a) new instructors and b) on-going faculty. New instructors are considered first. The initial contact is made through a pre-hiring interview and a pre-service orientation. Both of these efforts should be considered a part of a staff development model.

The Pre-Hiring Interview

Hammons (1978) and Kelly (1970) emphasize the important first contact with a prospective teacher, whether by mail, phone, or in person. Kelly calls it the first step in orientation. Prior to the contact there should be the development of a clearly defined job description containing the projected staff development components. This should be followed by a carefully delineated recruitment process and selection procedure. (Hammons, ibid). In this way, expectations about the need for process and people orientation as well as expected participation

in staff development activities can be built in as conditions for employment.

Orientation

Although some authors, Kelly (1970), McQuay (1976), recommend beginning orientation with a presentation of institutional philosophy, Lewis (1978) recommended beginning orientation not with institutional philosophy and mission, but with instructor concerns. He posed the following questions: a) what are instructors worried about and b) what issues seem most relevant to them. Beginning an orientation by asking these questions would be consonant with the organizational development concern relative to problem awareness described by Knoall and Knowles' assumption about adults as problem-centered learners.

Others, McQuay (ibid) and Kelly (ibid), concentrated on general institutional concerns as orientation topics after a discussion about institutional goals. Institutional concerns documented as valuable were: personnel policies, peer and student profiles, a campus tour, a support service review, the evaluation process and various administrative details. These may prove also to be instructor concerns, but should come from instructors themselves. Elmwood (1977) dismisses such elements for orientation workshops and focuses on instructional concerns: the teaching/learning interface, teaching strategies, instructional aids, planning and other elements necessary for classroom management. Looking at the orientation somewhat differently, Kelly (ibid) strongly urges faculty and student input into the orientation sessions as a valuable socialization process and Signel (1975), writing for volunteer trainers, insisted on planning the orientation meeting format as a model for instructors to follow during their first class session.

Each of these authors suggest valuable topics for instructors new to a

credit-free program. A synthesis of several of them could create a comprehensive orientation session.

Needs Assessment

Once an instructor is on staff, in-service development becomes an issue. Again, following Kozoll's plan for institutional renewal and Knowles' plan for teaching adults, a needs assessment of the new instructors should follow as a planning tool. A needs assessment is a process for gathering data about instructors' perceived discrepancies between their desired state as instructors and their current state. It should provide information on the general nature and future direction for a staff development program because it identifies instructor strengths and weaknesses. (Hammons, ibid). The literature identifies several periods of time and procedures for conducting needs assessments. 1) Lewis (1978) encourages assessing new instructor needs prior to and as a criteria for hiring, 2) Signell (1975) suggests processes for assessing new instructor needs during orientation and 3) Hammons (ibid) recommends doing a needs assessment every two or three years for on-going in-service. Hammons (ibid) also suggests numerous methods for conducting needs assessments: 1) administrator determined, 2) surveys, 3) using results of other surveys, 4) direct observation, 5) interviews, 6) individual contracts, 7) nominal group process, 8) problem identification, 9) do whatever there is funding for, 10) the modified Delphi technique.

Most authors agreed that some form of needs assessment must take place in order for an organization to respond genuinely to instructors' felt needs. The needs assessment also appears to be one way of assisting staff in raising their own awareness as well as others about the problems that need to be addressed in the developmental programming.

Evaluation

Staff evaluation can be another diagnostic tool for increasing problem awareness on an institution-wide basis. It can also be instrumental in total organizational development. Though not central to this paper, but central to a future comprehensive plan, could be Hunter's (1977) support of administrative evaluation as well as instructor evaluation. Using, "a comparison of accomplishments with stated objectives," as a definition for evaluation (Weckworth, u.d.), application can be made to both instructors and administrators.

Berquist (1975) points out several important conditions for instructor change after evaluative feedback:

1. Change is not encouraged by using insensitive, arbitrary evaluation ratings or performance
2. Teachers must get information that is dissonant with their self image but does not flatten their self esteem
3. Evaluation needs to be requested rather than forced
4. Evaluation should be descriptive rather than evaluative
5. Evaluative data should be concrete, not general and should be conducted in an overall environment of trust versus threat.

These conditions, described for teachers could be applicable for administrators as well. Literature in the field of planned change specifies the need for trust and understanding before problem awareness can be accepted and translated into a desire for change at any level. (Lippit, Watson and Westley, 1958).

After creating an environment conducive to change, the specifics of evaluation on possible areas to change must be explored. Hunter (1977) recommends administrative evaluation in four components: evaluation by faculty, by peers, by immediate supervisors and by self. O'Banion (1978) recommends parallel components for instructor evaluation: evaluation by students, by peers, by supervisors and by self.

Steps for evaluation are defined in similar ways by three authors: Weckworth (u.d.), Hyman (1974) and Miller (1975):

1. First comes the decision about what to evaluate - basically, are administrators and instructors accomplishing what they way they will? (Hyman, Weckworth).
2. Next, a decision must be made about criteria for desirable administrator or instructor goal accomplishment. All three authors agree that these criteria are best generated by the group evaluated and mutually agreed upon by staff involved. (Weckworth, Hyman, Miller)
3. Weights need to be attached to criteria that reflect priorities. (Weckworth)
4. Measures must specify the degree to which a desirable characteristic is present. (Weckworth)
5. Data gathering takes place about instruction and administration. (Miller)
6. Collected data is compared to criteria. (Weckworth, Hyman, Miller)
7. Judgement is made about the activity under consideration. For example, what measure or degree is considered acceptable for good instruction or administration. (Weckworth, Hyman, Miller).

Moe (1972) and Smith (1977) recommend viewing both formative and summative evaluation as valuable contributions to problem awareness. Miller (ibid) adds a degree of structure to this notion by suggesting instructor evaluation during program developmental and implementation stages and end-of-term instructor and administrative evaluation as a final assessment.

Miller (ibid) recommends a specific process for formative, instructor evaluation:

> One that has proven effective relates to student appraisal forms. The form is given students during the first two weeks of the term and results are for the instructor's eyes only. This early appraisal can be helpful in spotting weaknesses or areas that need greater attention. A second student rating near the end of the term is helpful for comparison and overall effectiveness.

An evaluation process, in summary, can contribute to organizational effectiveness as well as instructional and personal development for credit-free staff when conducted in a mutual atmosphere of trust with well defined and measured criteria, collected onto a simple, concise form and used both during program development (formative) and as a final assessment (summative) stages.

On-Going In-Service

Yearly programs for on-going staff development should provide on-going response to needs assessments. Depending on stated needs, in-service programs can be expected to vary in focus. Several general categories recur throughout the literature, however, as successful programs for part-time instructors.

Instructional improvement was a major focus for several authors. Elmwood (1977) suggested teaching strategies that include large group and small group techniques, application techniques such as demonstrations, and field trip observations and individualized instruction techniques. Centra's study (1977) noted that the most attended workshops in staff development were those related to new knowledge. Grymes (1977) describes several new knowledge areas related to instructional strategies: adult learning characteristics and student motivation, while O'Banion (1971) suggests new media technology be a constant part of in-service training.

Individualized contracts for on-going staff development were recommended by Hammons (1978) and Grymes (ibid). Brief, individual sessions with instructors at the beginning of each term could provide opportunities for instructors and administrators to share information and to update the individual's growth plan.

Still another in-service instrument is a newsletter or bulletin sent to faculty. The newsletter could promote staff development needs identified through surveys and the planning committee's responses. It could also relate program successes, inform everyone about special projects faculty are involved in and summarize content of various programs on campus. (Hammons, ibid).

Recognition and Reward Systems

Although usually included as part of a staffing policy, several authors,

O'Banion (1971), Carmichael (1975) and Astin (1974), include rewards and recognition as an integral part of staff development. The literature deals extensively with a reward system, but there was a certain amount of confusion between incentives for participating in staff development and rewards for good instruction.

Incentives for participation in developmental programs, although discussed by O'Banion (ibid), Carmichael (ibid) and Moe (1977), were dealt with most explicitly by Hammons (1978). He strongly suggests built in pre-service expectations regarding instructional, personal and institutional growth. He further recommends having reports written on plan accomplishment to be included in instructor's performance appraisals. Hammons continues with an extensive list of additional incentives: salary increases, stipends for attending staff development activities, sabbaticals and release time for study, fellowships, promotion and/or tenure, continuing education units, mileage or travel money, paid tuition for graduate work, on-campus seminars and university courses, exchange programs and good professional libraries.

Rewards for good instruction included several items that might also be considered incentives (e.g. salary increases). More direct rewards, however, included suggestions for easing the normal work load to help less accomplished instructors (Astin, 1974), awards, articles and pictures in a staff newletter, (Carmichael, 1975) and appreciation dinners (Voegel, 1977). Astin criticized awards as one gesture that may cause more problems than helps. He suggested that faculties tend to discount them as administrative idiosyncracies.

Summary

Ideas for staff development can be collected from various authors in the

fields of planned change, volunteer development and community college credit instructor development. Careful pre-hiring interviews and new instructor orientations are essential for inducing positive attitudes about instructional, personal and organizational growth. Needs assessments are indispensable in gaining staff awareness and ownership of problems and needs for change. Evaluation, both of instructors and administrators in an instruction program, is a requirement to provide helpful feedback that can promote positive change. On-going in-service programs allow a response to regular needs assessments and evaluation data, and staff recognition plans assist in creating a positive learning/teaching environment.

A positive teaching/learning environment is essential in the on-going, lifelong growth of an individual says the College Entrance Examination Board (1978) in defining a learning society. Community service programs are initiated and perpetuated to help cause a total learning society. Included in this total environment are instructors and administrators, both adult learners, interested in lifelong growth or staff development.

CHAPTER III

Data Collection and Analysis

Data Collection

In June of 1979, a committee of credit-free instructors from the North Hennepin Community College Community Service program was invited by the investigator to explore staff development activities. The committee consisted of instructors with varying backgrounds and experience in teaching; they represented the varied experience of teachers in the program, and they had expressed prior interest in staff development activities. The investigator called the committee together, facilitated discussion at meetings, followed up meetings by carrying out the members' suggestions and reported back to them on how suggestions were carried out.

The goal of the first meeting was to identify questions and needs instructors have about staff development, about teaching and about the college. The issues raised at this meeting were formulated into questions used in this study. Issues raised included: "Do we need staff development for credit-free instructors? How are instructors responding to activities currently offered? What should be done in the future relative to staff development? The issues raised as well as suggested questions served as the basis for the development of a questionnaire that was to be submitted to all credit-free instructors for a given quarter. Those who participated in the discussion of issues later served as a panel to pre-test the questionnaire. Committee members responded to the questions and wrote notes in the margins of the questionnaire commenting on concerns they had about specific questions. Based on this pre-test, the questionnaire was revised and sent to instructors. (See Appendix 2).

The questionnaire, following the purpose of this study, identified current staff development efforts and asked for feedback on them. "How well are we doing?" The instructors also were asked for input on future staff development activities. "What can we do to improve?" Questions were also designed to gain information about instructors' perceptions of the various phases of staff development identified in the literature: orientation, evaluation, in-service, newsletters and a recognition system. Questions also focused on issues important in using an "andragogical" model for teaching adults such as favored learning style, self-identified needs and interests for staff development, and time available for development activities.

During the fall quarter of 1979, the questionnaire was sent to seventy-two credit-free instructors. This represented all instructors in North Hennepin Community College's credit free courses, seminars and workshops during fall and projected winter quarter. In order to provide an incentive for a high response, a reward of specially flavored instant coffee was enclosed. Consent cards were sent to the investigator's advisor to insure instructors' privacy and the survey form was sent to the investigator. Forms and cards were numbered. After two weeks, instructors who had returned consent cards, but not the questionnaire were sent a reminder and a second questionnaire (See Appendix 3).

Data Analysis

Questionnaire responses were tabulated and converted into percentages. Instructor feedback was described by the percentage of people: a) evaluating current staff development efforts one way or another, b) expressing a desire for future staff development activities and c) describing them-

selves in terms of learning style and time available for developmental activities.

Based on the percentage of instructors responding in one way or another, the concerns identified, the current staff development program was modified and changed. Information gathered from the literature review was also taken into consideration as modifications in the staff development program were made.

The final outcome sought through this methodology was a descriptive data base on credit-free instructors' needs and interest in staff development.

Information gathered from North Hennepin Community College credit-free instructors combined with specific elements from the literature was used to develop a model program for future staff development procedures at North Hennepin Community College. It is anticipated that the procedures followed in the development of North Hennepin Community College Credit-Free instructors will be of interest to administrators of Community Service programs elsewhere.

CHAPTER IV

Results of the Study

Introduction

To gather information regarding staff development issues, questionnaires were sent to seventy-two credit-free instructors at North Hennepin Community College. Fifty-five questionnaires were returned and 53 of them (74 percent) were usable. There was, generally, an indication in instructors' responses that they saw themselves as different from other instructors in the credit-free program. Some felt their questionnaire responses would not be useful. Two people enclosed a letter stating their inability to respond, since they had taught only one course, eight weeks long at North Hennepin Community College, and several wrote notes on top of their questionnaire describing the inadequacy of their responses. Since most instructors in the credit-free program teach only two hours a week, in courses ranging from one to ten sessions long, this issue needs to be addressed in the model developed for credit-free instructors. It appears, they need some affirmation that it is indeed this varied group of instructors that the Community Service administration is concerned about.

Background Information

An operating assumption in administering this questionnaire was that the number of years an instructor had taught at the college would have an impact on their response to several questions regarding staff development. Therefore they were asked how long they had been associated with the credit-free program.

TABLE I

Years Experience Teaching Credit-Free Courses at
North Hennepin Community College
N=53

Number of Years	Number of People	Percent
>1 yr.	5	9
1 yr.	13	25
2 - 3 yrs.	23	43
4 - 8 yrs.	6	11
9 + yrs.	6	11

Eleven percent of the prepondents indicated they had taught for more than eight years. Nine percent of respondents had not yet taught a full year in the credit-free program. The largest group of instructors (43 percent) were those who had taught at North Hennepin for two or three years; the next largest group, 25 percent had taught for one year.

One question asked dealt with instructors' occupational self-perceptions.

TABLE II

Current Occupation of Credit-Free Instructors at
North Hennepin Community College
N=53

Title	Number of People	Percent
Instructor	40	75
Self-Employed	18	34
Social Service	9	17
Homemaker	5	9
Business/Industry	5	9
Volunteer	3	6
Skilled Worker	3	6

*Some people responded to more than one category so number exceeds 53 and total percent exceeds 100%.

Fifty-three (100 percent) answered this question and 75 percent described

themselves as instructors. However, all of those who checked homemaker, volunteer, social service, skilled worker or other, also checked instructor. Twenty people did not make a single identification, but checked instructor and at least one other item.

Another concern addressed in the questionnaire was how did instructors see their teaching experience from the perspective of their total career path.

TABLE III

Credit-Free Instructors Occupational Self-Perception
N=53

Response	Number of People	Percent
Integral part of career already	24	45
Experience for a future career in the field	11	21
A hobby	10	19
A volunteer effort	8	15
An exploration of the teaching career	8	15
Not sure, would like some help in career development	7	13
No response	3	6

Forty-five percent of instructors saw teaching as an integral part of their current career and 21 percent identified teaching as experience for a future career. Nineteen percent saw teaching as a hobby and 15 percent saw it as a volunteer effort. All those who checked volunteer or hobby also saw themselves as instructors. Thirteen percent were unsure about how teaching at North Hennepin Community College fit into their future and indicated a desire for some assistance in their career development.

Components in a Staff Development Program

Since this investigation was concerned with various components in a staff development program, the next set of questions related to the over-all

concerns addressed throughout this study, "How well are we doing." and "What can we do to improve?" Questions sought responses to specific aspects of the current staff development program.

Orientation

The largest group of instructors (79 percent) considered a discussion of administrative procedures to be most important. Seventy-five percent of instructors thought adult learners' special needs should be addressed and 72 percent thought the Community College philosophy should be discussed. Forty-Two percent were interested in learning about other Community Service Programs and teaching techniques. Longer term instructors demonstrated greater concern for the institutional mission and the needs of adult learners. This perhaps illustrates the greater commitment of longer-term instructors.

The first question about orientation asked about the adequacy of the current session, which was for new faculty only.

TABLE IV

Adequacy of Orientation for Credit-Free Instructors
N=53

Response	Number of People Teaching 1 yr. N=18		2 - 3 yrs. N=23		Total	Percent
	No.	%	No.	%		
Adequate	10	56	11	48	22	42
Did not attend	7	39	11	48	18	34
Inadequate	1	6	0	0	1	2
No response	0	0	0	0	12	23

*No response totals indicate instructors teaching four or more years not reflected in this table.

Orientation sessions have been held for the past three years only. Table IV includes data on those people who began teaching within the past three years. Forty-two percent of respondents saw the orientation session as adequate and 34 percent had not attended a session.

TABLE V

Appropriate Orientation Session Topics for Credit-Free Instructors
N=53

Topic	Number of Teachers 1 yr. N=18		2-3 yrs. N=23		4+ yrs. N=12		Total	Percent
	No.	%	No.	%	No.	%		
Administrative procedures	14	78	17	74	11	92	42	79
Adult needs	12	67	17	74	11	92	40	75
Community College mission	11	61	15	65	12	100	38	72
Secretarial	12	67	15	65	10	83	37	70
Comm. Service Prog.	6	34	11	48	5	42	22	42
Teaching Techniques	7	39	10	43	5	42	22	42
No response	2	11	0	0	0	0	2	4

Evaluation for Credit-Free Instructors

Questions regarding the current evaluation process indicated instructors saw the process as providing valuable feedback. The current evaluation process consists of a second week and a final evaluation by participants, a teacher self-evaluation and an observation by a Community Service Staff person. The second week evaluation, used only by instructors teaching classes lasting five weeks or longer, is intended to give participants input into the course content and give instructors an opportunity for early adaptation of their courses to meet the needs of participants. This procedure was designed to decrease drop-out rates of adult participants and it did. Those instructors who had taught for three years or less found the evaluation process more useful than instructors who had taught four years or more. Twenty-one percent of instructors who marked other, indicated the question was not applicable to them because their class lasted less than five weeks. Forty-three percent indicated they used the second week evaluation to make early adaptation in their course and 37 percent believed it gave participants an opportunity for input. Fifteen percent did not find the second week evaluation useful.

TABLE VI

Use of Second Week Evaluation by Credit-Free Instructors
N=53

Topic	Number of Teachers 1 yr. N=18 No.	%	2-3 yrs. N=23 No.	%	4+ yrs. N=12 No.	%	Total	Percent
Gives time/early adaptation	11	61	10	43	2	17	23	43
Gives students input	8	44	10	43	2	17	20	37
Other	0	0	5	22	6	50	11	21
Not helpful	1	6	1	4	6	50	8	15
Takes too much time	0	0	1	4	0	0	1	2
No response	2	0	2	9	0	0	4	8

Instructors were also questioned on their response to the final evaluation form. Response to the final evaluation form indicates general satisfaction.

TABLE VII

Use of Final Evaluation by Credit-Free Instructors
N=53

Response	Number of Teachers	Percent
Gives helpful feedback	40	75
Affects future course planning	30	57
Is somewhat helpful/needs revision	16	30
Does not affect future planning	4	8
Not used yet	2	4
Is worthless	0	0
No response	5	9

Seventy-five percent found the final form useful as feedback and something to be used for future course planning, while eight percent said that it had no effect on them or their planning.

Suggestions for revision of the final evaluation form were sought by asking instructors what they would like to have evaluated or what they would like to know about their teaching from their students. The current evaluation form (see Appendix 4) was enclosed for their comments, suggestions and additions.

TABLE VIII

What Credit-Free Instructors Want Evaluated by Participants
N=53

Topic	Number of Teachers	Percent
Did the course meet expectations/needs of part.	15	28
What was the most/least helpful	14	26
What are suggestions for improving	12	23
A column for "Not applicable" is needed on form	6	11
Did the course meet stated objectives	5	9
Is there any further study desired	4	8
Was the course fun	3	6
Room needed for general comments	2	4
Was there any attitude change	2	4
Was it too easy/too hard/just right	2	4
Was the use of AV pertinent	1	2
Did the student learn / how will it be used	1	2
No response	15	28

The most frequent recommendation (28 percent) was to ask participants if the course had met their needs or expectations. The next most suggested modification (by 23 percent) was to ask participants for suggested improvements in the course. Space for a listing of most and least helpful aspects of the course were suggested by 26 percent. Eleven percent requested a not

applicable column be added to the current evaluation form.

Alternative forms of instructor evaluation not currently used were posed in the next question. Table IX summarizes credit-free faculty interest in various alternatives.

TABLE IX

Possible End-of-Term Evaluation for the Future
For Credit-Free Instructors
N=50

Form of Evaluation	Helpful		Somewhat Helpful		Not Helpful	
	No.	%	No.	%	No.	%
Student Evaluation	38	72	6	11	3	6
Administrative Observation	3	6	16	30	21	40
Peer Evaluation	6	11	15	28	19	36
Self Evaluation	10	19	18	34	12	23
Video Tape Feedback	14	26	8	15	17	32
No response 4%						

The majority of respondents (72 percent) identified student evaluation as the most helpful means of evaluating instructors. Observation of instruction by Community Service Staff was described as least helpful by 40 percent. Feedback via video tape, not currently done at North Hennepin, was seen as helpful by 26 percent and least helpful by 32 percent.

In-Service Staff Development Activities for Credit-Free Instructors

From 1977 to 1979, the in-service activities for credit-free instructors included: a) two presentations on adult learning, b) a group process needs assessment of instructor needs and interests and c) four workshops on teaching strategies. Instructors were first asked to rate the general helpfulness of these events.

TABLE X

Perceived Quality of Current In-Service by Credit-Free Instructors
N=53

Response	Number of Teachers	Percent
Offered at a bad time	17	32
Helpful	15	28
Topics not of interest	7	13
Have not attended	6	11
Interesting topics	3	6
Not helpful	3	6
No response	19	36

Twenty-eight percent found the activities presented as helpful and six percent found them not helpful. Eleven percent had not yet attended any of the in-service events.

Instructors were also asked to identify specific topics that would be of interest to them as staff development events.

TABLE XI

Topics for In-Service Events Suggested by Credit-Free Faculty
N=53

Topic	Number	Percent
Curriculum Development	2	4
Methods students learn best with	2	4
How to involve students	2	4
Various ways to present content	2	4
None - have enough professional development	2	4
Opportunities to meet other faculty	1	2
Adult learning needs	1	2
Developmental approaches to learning	1	2
Community College philosophy	1	2
How to evaluate student progress	1	2
Subject matter update	1	2
Nonverbal communication	1	2
No response	36	68

Only seventeen people responded to this open-ended question asking for suggestions for in-service events. No more than two people recommended any one topic, and two people stated directly that they were not interested in any staff development activities at North Hennepin Community College since they had their professional development needs met elsewhere.

Further, the faculty was asked to rate on a 1 - 5 scale, their familiarity with several staff development topics of concern to Community Service administrators.

TABLE XII

Self Rating of Familiarity With Topics Considered Important by Administrators
N=53

Topic	Mean Rating According to Number of Years Taught: 1 yr. N-18	2-3 yrs. N=23	4+ yrs. N=12	Average
Knowledge of adult development	4.7	3.3	3.9	3.9
Varied Teaching techniques	4.1	3.5	3.6	3.7
Understanding of Comm. Coll. Philo.	3.0	3.5	3.8	3.4
Use of AV Equipment	3.3	2.8	3.3	3.1
No Response 36% Total	3.7	3.2	3.6	3.5

All respondents to this question rated themselves highest on their understanding of adult development. The average rating was 3.9 on a scale of one to five. Newer faculty members (one year and under) rated themselves higher than older faculty (four years and more) in this area. The lowest self-rating for all faculty members was 3.1 on the need for using Audio Visual equipment. New faculty, however, rated their understanding of

Community College philosophy (3.0) even lower than their knowledge of A V equipment (3.3). In general, new faculty rated themselves higher than faculty members with a longer term of service.

Credit-Free Instructors as Learners

The next series of questions explored various aspects of the instructors as learners. The first question related to the instructors' preferred methods of learning.

TABLE XIII

Credit-Free Instructors' Preferred Learning Styles
N=53

Learning Style	Number of People	Percent
Expert lecturer	35	66
Small groups	28	53
Reading	21	40
Individualized plan	19	36
Slide Tape Presentation	14	26
Large group discussion	13	25
Video in class	11	21
No response	7	13

More instructors (66 percent) preferred listening to an expert lecturer than any other method of learning. Fifty-three percent identified small group activities as a preference and 40 percent identified reading alone. Thirty-six percent said an individualized plan was their preference.

Available times and preferred formats for staff development activities were identified by questionnaire respondents.

TABLE XIV

Credit-Free Instructors' Preferred Times and Formats
For In-Service Training Programs
N=53

Time	Total	Percent	Format	Total	Percent
Morning	11	20	Short Workshop	25	47
Afternoon	12	23	Credit Class	5	9
Late Afternoon	7	13	Day Long Seminar	5	9
Evening	14	26	No response	6	11
Saturday	11	21			
No response	6	11			

More people (26 percent) preferred evenings as a time for staff development activities. Mornings were preferred by 20 percent, afternoons by 23 percent and Saturdays by 21 percent. More people (47 percent) preferred short work-shops over other learning experience formats.

In an additional effort to identify possible in-service topics, the instructors were asked what teaching strategies they currently used, which ones they wanted to learn more about, and what college resources they wnated to learn about.

TABLE XV

Teaching Strategies Currently Used by Credit-Free Instructors
N=53

Strategy	Total*	Percent*
Lecture	36	68
Small group	25	47
Large group discussion	23	43
Demonstration	23	43
Audio Visual material	20	38
Problem solving	19	36
Role play	10	19
Simulation	9	17
Journal	6	11
Contract	5	9
No response	5	9

* Total and Percent total more than 53 and 100% respectively because people gave more than one answer.

Every faculty person who answered this question checked more than one teaching strategy. The largest percentage (68 percent) checked lecturing and the next largest percentage (47 percent) said they used small group activities. Demonstrations and large group discussion were used by 43 percent of instructors. Contracts, 9 percent, and Journals, 11 percent, were used by the least number of instructors.

TABLE XVI

Credit-Free Instructors Desiring New Skills
N=53

Response	Years Taught at NHCC: 1 yr. N=18 No.	%	2-3 yrs. N=23 No.	%	4+ yrs. N=12 No.	%	Number	Percent
Yes	9	50	10	43	2	17	21	40
No	3	17	5	22	5	42	13	25
No response	6	33	8	35	5	42	19	36

Twenty-one instructors (40 percent) identified new skills they would like to learn. Topics suggested included using Av equipment effectively (13 percent) leading discussions and using contracts six percent. Fifty percent who had taught one year or less in the program expressed an interest in new skills, while 43 percent of respondents teaching two or three years and seventeen percent of instructors with four or more years experience expressed a desire to learn new teaching strategies.

In addition to the desire to learn about and develop new teaching skills, instructors also identified college resources they would like to know more about.

TABLE XVII

College Resource Information Requested by Credit-Free Instructors
N=53

Resource	Total	Percent
Personalized learning equipment	13	25
AV equipment	9	17
Academic Credit faculty	9	17
Community Service staff	8	15
Library	8	15
Campus Center	5	9
No response	18	34

The largest numbers of requests to learn about college resources were for information about personalized learning equipment (25 percent) and AV equipment (17 percent).

Another inquiry about in-service activity requested instructors to indicate whether they would be interested in having a community service staff person visit their classroom and offer suggestions about teaching style. Sixty-four percent of those who responded, indicated they would like to have a staff person visit their classroom and make suggestions.

The Recognition Process for Credit-Free Instructors

A part of the current recognition process in the Community Service Program is a banquet in the spring. In addition, the reward structure allows minimal pay increases. Instructors were asked to rate the value of various kinds of rewards and suggest others that seemed important to them.

TABLE XVIII
Recognition and Rewards for Good Instruction for Credit-Free Instructors
N=53

Item	Number*	Percent*
References	26	49
Recognition Banquet	11	20
College credit	9	17
Continuing Education Units	4	8
No response	12	23

* Number exceed 53 and percent exceeds 100 because more than one answer was given by respondents.

Many (49 percent) of instructors suggested good references for other jobs as the best response administrators could provide for recognition of good instruction. Twenty percent identified the recognition banquet as an appropriate reward, and 17 percent focused on college credit as a way to acknowledge good instruction.

Of the 29 people who gave additional reward suggestions, 11 percent asked for pay increases, six percent were happy with student responses and six percent asked for administrative receptivity to new ideas.

Instructors specifically were asked what they thought about sharing incident reports on student growth or having students demonstrate skills gained in a course.

TABLE XIX

Credit-Free Instructors Interest in Sharing
Incidents of Student Growth or Demonstrations of Skills
N=53

Incident Report			Demonstration		
Response	Total	Percent	Response	Total	Percent
Yes	31	58	Yes	12	23
No	13	25	No	5	9
Maybe	2	4	Does not app.	30	57
No response	5	9	Maybe	1	2
			No response	5	9

Fifty-eight percent were interested in writing incident reports at the end of a quarter, and 23 percent were interested in having students demonstrate their newly learned skills at the end of a quarter.

General Comments about How the Department is Doing

The final effort to identify "How well the community service department was doing and what could be improved" was to ask two open-ended questions. The first asked instructors what they liked about being involved in the program. Motivated, interested adult students were mentioned by 36 percent of the respondents as the best thing about teaching in the program. Thirty percent said the best thing was the supportive, positive and flexible Community Service Staff. Fifteen percent welcomed the teaching experience as an opportunity for self improvement and professional growth.

The second open-ended question asked instructors what could be improved or changed in the program. The greatest concerns of those who gave suggestions for improvement were a desire for a salary increase and better facilities.

Summary

Data gained from the 53 instructors who responded to the questionnaire was varied and informative. Most instructors identified themselves as an instructor even though teaching is not their full-time occupation. The number of years taught had some impact on instructor's response to certain aspects of the current program (evaluation procedures, for example). Years experience teaching at the college also impacted their interest in new skills. The suggestions given by instructors for evaluation revision, in-service activities and recognition possibilities will be useful in determining specific components in a total staff development plan.

CHAPTER V

Implications, Conclusions and Recommendations

Introduction

The literature read and data collected for this study was intended for use in the development of a program for credit-free instructors at North Hennepin Community College. A staff development committee met to review instructor responses to the questionnaire. They assisted in interpreting the meaning of instructor responses and gave suggestions for how a staff development program should be planned in light of those responses. Discussion of the information reported in Chapter Four will draw on the conclusions made by the staff development committee and the investigator.

Components in a Staff Development Program

Some attempts at staff development for credit-free instructors is already underway at North Hennepin. Input from instructors on "How well we are doing" and "What we can do to improve" has been viewed as critical for the staff development program success. Feedback from the questionnaire will be discussed in relation to each component in the program.

Orientation

Since 34 percent of instructors hired after orientation sessions were initiated (See Table IV) had not attended orientation, there could be a need for attracting attendance at this event. Recommendations for achieving this are:

1. Strengthen the pre-hiring interview by indicating to the instructors the expectation for this event.

2. Develop a contract for new instructors that includes the stipulation that there will be attendance at orientation sessions.
3. Include a discussion of all job responsibilities including attendance at an orientation session.

Table IV considers topics for the orientation session and they appear to be relatively adequate as they are. Fewer people checked understanding Community Service Programs and teaching techniques than checked the other topics. This suggests several possibilities:

1. Create a job description for instructors that includes the role of being a referral resource to program participants. This would include programs and services contained within the college so that instructors can refer participants to other resources that might meet needs beyond the scope of the course they are enrolled in.
2. Emphasize the referral role in the pre-hiring interview and build for an awareness of the need for understanding college programs.
3. Instead of discussing teaching techniques during the orientation session, several could be modeled in the way the session is handled.

The staff development committee offered suggestions for additional orientation topics. One was to share administration's expectations of instructors, for example, should instructors give examinations or should they share a typed list of course objectives with students. Other topics noted were all related to administrative procedures and are contained in the staff handbook. The committee therefore suggested it would be wise to identify specific administrative procedures in the handbook at the orientation session.

Evaluation

Instructor evaluation needs to be discussed in terms of the second week evaluation, the final evaluation and other possible forms of evaluation. The second week evaluation was useful to instructors of one year or less and not useful to more experienced instructors (See Table VI). Since this component in the evaluation process appears helpful to many new instructors,

it seems useful to retain it as a part of the staff development program. However, some consideration should be given to more experienced instructor response. Since instructors are invited to teach again only if they receive positive final evaluations, perhaps the second week form could be made optional for those who have taught longer.

The final evaluation appears to be valuable to most instructors (See Table VII). The evaluation form, however, needs to be revised in order to respond to instructor feedback (Table VIII). Instructor suggestions to be incorporated include:

1. The addition of a "not applicable" column for all questions.
2. Add a space for improvement comments
3. Add space for most/least helpful comments
4. Add a question regarding how well the course met participants needs and expectations.
5. Add space for general comments
6. Ask what further study participants are interested in.

Student evaluation was seen as the most valuable form of evaluation by 72 percent of the instructors (Table IX). Since 26 percent of the instructors did request video tape feedback, this form of feedback could be offered to those desiring it. Although only six percent saw administrative observation as a helpful form of feedback (Table IX), 15 percent requested a staff visitation for feedback on teaching style (Table XVII). Perhaps a carefully worded offer for a staff visitation could be published in The Instructor, the quarterly newsletter.

The staff development committee recommended using student feedback on evaluation forms as one source of data about needs for in-service activities.

In-Service Activities

Open-ended questions related to specific topics for in-service activities resulted in no more than thirteen people indicating interest in any

one of twelve topics listed (Table XI). Nine people indicated a need for information about audio visual equipment (Table XVII). It should be noted that instructors gave themselves the lowest self-rating (3.1) in their understanding of audio visual equipment (Table XII). Seven people indicated an uncertainty about how teaching fit into their future plans and requested assistance in this area (See Table III). This suggest that there might be a staff development activity for some, dealing with career development. Eight people indicated an interest in information about the library. Thirteen people asked about personalized learning equipment.

The variety of issues that were identified with few individuals indicating an interest in each suggest a major all staff in-service activity may not be helpful to this group of instructors. Therefore, it would appear that small group experiences would be a more viable approach to staff development. Small group sessions could, for example, be offered after an evening orientation session for new instructors, and those 26 percent who indicated availability for evening activities (Table XIV).

Preferred learning styles among instructors (Table XIII) indicates that guest lecturers and small group discussions would be the best format for in-service activities. Short workshops presented in the evening appears to be the best format for this group of credit-free instructors (Table XIV). A number of instructors (13 percent) requested late afternoons and 21 percent requested breakfast or Saturday meetings. Experimenting with short workshops at various times might meet the needs of a greater number of instructors.

Since nine percent of the instructors requested a credit course format (Table XIV) and 17 percent identified college credit as an appropriate reward for good instruction (See Table XVIII) a credit course following a

short workshop format would seem to meet this group's needs.

A System for Recognition and Reward

Since 49 percent of the instructors suggested good job references as a reward for good instruction (Table XVIII) the staff at North Hennepin needs to let instructors know that administrators would be willing to do that. This request probably reflects the situation of a part-time, short-term instructor trying to piece together a full-time job, teaching for many different programs or places of employment.

Eleven percent requested pay increases as a reward for good instruction (Table XVIII). Therefore, the Community Service staff should explore means of raising salaries but at the same time recognize that salary payments must remain commensurate with similar programs elsewhere and maintain reasonable program fees.

Additional effort should be made in the area of rewards for credit-free instructors. Fifty-eight percent indicated an interest in writing an incident report, and 23 percent said they would like to have their students demonstrate new skills (Table XIX). Community Service staff should therefore invite those interested to do so and create the procedures for these things to occur. Both might make interesting contributions to in-service activities.

Twenty percent of instructors felt the Recognition Banquet was an appropriate reward (Table XVIII). The staff development committee recommended combining the banquet with another event, for example, a performance in the Artist Series at North Hennepin. Another suggestion by the committee was to invite instructors together for coffee and dessert after a class each night of the week during the quarter. In this way a new configuration

of instructors would be able to come together several times a year and this might help develop an esprit de corp.

Summary

Information collected from instructor responses to the questionnaire suggested ways for improving the current staff development programs in each of its various components from orientation to a system of recognizing good instruction. Responses to questions about orientation suggested a need for greater clarity about the instructor role prior to a contract for employment. Evaluation and in-service questions identified differences between the needs of new instructors (one year or less) and older instructors (two or more years). These needs can be accommodated through more individualized planning and small group activities. For most instructors, rewards and recognition are not costly and come in the form of verbal or written appreciation by administrators and opportunities to share their classroom experiences with others.

CHAPTER VI

Proposed Model for Staff Development for Credit-Free Instructors

Reviewing the literature of staff development, adult development and organization development gives rise to the idea that there are parallels among all three areas. First of all, as discussed in Chapter Two, staff development is adult development and adults are the primary emphasis of the Community Service Program at North Hennepin Community College. The model of staff development described will demonstrate concern with Community Service Program participants, credit-free instructors in Community Service courses and Community Service administrators, all as adult learners. In addition, the model will take into consideration the concerned organization, the Community Service Department of the Community College, as an entity in itself for the purposes of looking at staff development.

While the organization consists of adult participants, instructors and administrators, it can also be described as having a life of its own which constantly changes due to changes in its constituent parts.

Central to the model for staff development, then, are two assumptions: a) the need for knowledge about adult learners and b) the need for an understanding relative to organization development. Both concepts of development are predicated upon three major concerns: problem awareness, needs assessment and problem solution.

Adults attend a learning experience because they have become aware of an interest, a problem or a need within their own life. Organizations, or the groups of people comprising them, seek growth or renewal or become amenable to change because they have a growing awareness of a need or a problem to be solved. In both instances a needs assessment can assist in identifying problems, clarifying needs and increasing problem awareness. The next logical step in both instances is to move toward solution or resolution of the problem or the meeting of expressed needs.

In order to attempt continual integration of organizational and individual goals (Hammons, 1978) problem awareness, needs assessment and problem solution need to be a continual activity directed at all three groups of adults and thus at the total organization. This concept of continued exploration will assist in accountability to all the learners involved and is, for

purposes of this model, a major underpinning of staff development.

This implies that administrators will constantly be searching for the needs of instructors and adult participants in order to respond appropriately and instructors will frequently identify the needs of their seminar or course participants in order to respond to them adequately. In this way, all three groups are adult learners and all contribute to one another's growth as persons and as professionals, and ultimately the organization will flourish and renew itself. At the same time, the organization can contribute to a sense of growth and renewal to its members.

With this general perspective in mind, the rest of this paper will focus on staff development for credit-free instructors, the primary concern of this document.

A Program for Staff Development for Credit-Free Instructors

The following proposed model for staff development is a synthesis of information gained from the literature reviewed, the credit-free instructors surveyed and the committee to which the model was presented.

Since problem awareness, needs assessment and problem solution are continuous concerns in the process of staff renewal, these three concerns will be addressed in each component of the staff development program. In this way, the organization, North Hennepin Community College's Community Service Department, can plan for a continual flow of concerns, new ideas and new solutions. Therefore, problem awareness, assessment and solution will be integrated into each of the following components: a) the pre-hiring interview, b) contract development, c) orientation, d) evaluation, e) on-going in-service and f) a recognition system.

Components in the Staff Development Program

The components of this program represent an attempt to integrate many of the issues explored in the literature. It should be remembered that the literature provided data for the content of many items in the instructor questionnaire. The model further strives to adapt this body of knowledge to meet the special needs of credit-free, part-time instructors as shared in the data collected for this study.

Pre-Hiring Interview

The initial discussion with a prospective instructor should begin to raise instructor concerns and raise awareness of both the instructor and the administrator to potential problems. This can be accomplished through using a job description (See Appendix 5) that identifies college expectations of instructors and the application form (See Appendix 6) that allows instructors to discuss their strengths and weaknesses with the administrator interviewing them. The discussion will not be used punitively, but to provide suggestions to North Hennepin administrators of ways assistance might be provided. Possible solutions to identified concerns might be used to generate content for orientation sessions or in-service activities.

Contract Development

Once an instructor has been hired, contract discussions should include salary arrangements, responsibilities to course participants and a commitment to an orientation session.

Orientation

Orientation for new instructors will be provided at the beginning of each quarter. Problem awareness will originate with a search by the admin-

istrator for instructor concerns. Instructors will then list their expectations and concerns and share them with other instructors and Community Service staff. In this way, a needs assessment of instructors will occur. This process can also be a model for instructors to use with the participants in their courses. Attempts to address instructor concerns can begin hopefully immediately.

Discussion of institutional concerns will then occur. The agenda items will include the following and will be addressed in the order identified:

1. Community College philosophy and mission
2. The adult as student
3. The handbook-administrative procedures
4. Evaluation Procedures
5. College programs useful for referral
6. Audio visual equipment
7. Secretarial support services
8. A verbal college tour
9. Wrap-up

The orientation session will be scheduled to last for an hour and thirty minutes.

Evaluation

The second week evaluation will assist new instructors in becoming aware early of potential problems or concerns among their course participants. This evaluation will be conducted according to the process that has been used in the past (See Appendix 7). The new form contains the revisions based upon recommendations by faculty through questionnaire responses. Results of the second week evaluation will be seen by faculty only. As noted earlier, second week evaluation will be required only of first year instructors; others may request its use if they desire.

The final evaluation will be conducted using the same form as that used for the second week evaluation. Results will be summarized by Community Service staff and one copy will be sent to the appropriate instructor

with one copy kept on file. This summarized data can also serve as a further needs assessment; therefore it will provide potential discussion topics with individual instructors and in-service topics for small groups (See Appendix 8).

Optional evaluative feedback procedures will be made available to instructors through the use of video tape and/or administrative visitation.

In-Service Activities

Problem awareness on the part of administrators and instructors will arise from the regular evaluation process. Needs assessment surveys will be conducted every three years in order to identify changing interests and needs.

Solutions to problem areas identified in these ways and response to needs will take several forms:

1. One short workshop each quarter will be offered after the new instructor orientation session -- all instructors will be invited.
2. One breakfast meeting workshop per year will be offered.
3. A course for graduate credit or continuing education units will be offered on areas of "new knowledge" (Grymes, 1977) such as adult learning characteristics, student motivation or new technologies.
4. The use of individualized learning plans for those interested will be offered.

Recognition System

The Community Service staff will let instructors know of their willingness to write letters of recommendation. The administrative staff will conduct a survey of salaries and participant fees for comparable programs around the country and in the local service area.

Instructors will be invited to a "get together" after the second session of each class. This will offer an opportunity to share and to meet one

another. This can also provide the possibility of identifying further concerns, since this will be the evening of the second week evaluation for new instructors.

A recognition banquet will be held in conjunction with some other event, possibly a performing art event in the college's Artist Series.

Instructors will be invited to submit incident reports for possible publication in the Instructor Newsletter or for sharing at the recognition banquet, and the administrative staff will facilitate an event for skill demonstrations for interested instructors.

Staff Development Committee

The committee created to provide on-going input into this plan will be asked to continue to offer advice, suggestions and to raise concerns. The committee can continue to be an important part of on-going problem awareness, needs assessment and problem solution.

Summary

This proposed plan for staff development is based on the premise that a major function of such a plan is to assist in the continued growth of staff, participants that leads to growth of the organization. One way of promoting that growth is an on-going awareness of problems, a continuous assessment of needs and a mutual search for solutions. These three steps can be accomplished in various components of a plan from a pre-hiring interview to a plan for recognizing good instruction. Each component can be a positive step in developing individuals as well as orgnaizations.

A Concluding Statement

The major purpose of this study has been to formulate an appropriate medel for staff, adult and organization development. Lahti (1973) suggested that after an initial growth phase, institutions decline because they stop growing. It is hoped that the model developed as a part of this study will assist in the continued growth in the community services department at North Hennepin Community College. In addition, it can hopefully assist other programs across the country in their continued growth and vitality. A program planning process involving problem awareness, needs assessment and problem solution strategies should result in organizational flexibility which can make individual growth and organizational change possible.

New questions arise, however, from this study. How can Community Service Departments contribute to the continued growth of the entire Community College System? How should administrative evaluation be conducted in order to ensure flexibility in responding to instructor and participant needs? With continued low salaries would credit-free faculties consider a collective bargaining unit to bargain for higher wages which might also freeze current program flexibility in rigid guidelines?

A further question could relate the ideas generated for this study to academic faculty in a collective bargaining unit. Is it possible, within union guidelines, to explore and build the trusting relationships necessary for searching out problems and needs and seeking solutions together?

APPENDIX A1

LIST OF STAFF DEVELOPMENT COMMITTEE MEMBERS

LIST OF STAFF DEVELOPMENT COMMITTEE MEMBERS

Jack Hohag
Teacher at Park Center High School
Credit-free instructor at North Hennepin Community College for eight years

Dr. Robert Navarro
Pharmicist
Credit-free instructor at North Hennepin Community College for three years

Nora Hedderich
Professional Dancer
New credit-free instructor for North Hennepin Community College

James Kemp
University of Minnesota Agricultural Extension
Staff Development Specialist
Consultant to the staff development committee

David Sprague
Organization Consultant
Credit-free instructor at North Hennepin Community College for two years

Sheldon Anderson
Associate Dean of Instruction
North Hennepin Community College

APPENDIX A2

INTRODUCTORY LETTER AND QUESTIONNAIRE

NORTH HENNEPIN
COMMUNITY COLLEGE
7411 85th Avenue North
Minneapolis, Minnesota 55445
425-4541

Dear

Over the past several years, we have been creating a plan to assist instructors in carrying out the teaching role. The plan has included several steps:

1. New Staff Recognition
2. In-Service Programs
3. A Two Part Evaluation Process
4. A Recognition Banquet
5. An Instructor Newsletter
6. An Instructor Handbook

Writers say that most instructors who respond positively to such staff development activities are good instructors who want to become better. We believe we have a staff of excellent instructors in our Community Service Department, and we need your help. We would like your thoughts on the current staff development plan so we can make it better, more helpful to you and ultimately benefit our program participants.

The data we collect will also assist me in completing my Master's program at the University of Minnesota. The staff development program we create based on your response will be written as a model for Community Service programs elsewhere in the nation.

Be assured, however, no information obtained in connection with this study can be identified with you. Although your questionnaire will be numbered so I can know who has returned the survey, only my advisor will know which questionnaires match the numbers. If all this secrecy sounds like the CIA, I have been told I may blame the University of Minnesota!

Your decision whether or not to participate will not prejudice your future relations with North Hennepin Community College. If you decide to participate, you are free to discontinue participation at any time without prejudice.

(over)

AN EQUAL OPPORTUNITY EMPLOYER

If you have any questions, please ask us. If you have any additional questions, call me at 425-4541, Ext, 248, I will be happy to answer them.

With the assistance of several instructors, we have developed the attached questions. We know we continuously ask a great deal of you. But would you accept the enclosed cup of coffee on us, pour yourself a steaming cup, use our ever present NH pencil, and respond to our survey. Please return it as soon as possible in the enclosed, self-addressed envelope.

Please return the enclosed post card separately. This card indicates your consent to participate in the study.

Sincerely,

Cynthia Heelan
Assistant Director, Community Services

COMMUNITY SERVICES INSTRUCTOR SURVEY

Please place an (X) next to the reponse(s) that more nearly describe your feelings.

1. How many years have you taught at North Hennepin Community College?

   _____years.

2. How would you describe your current occupation? (Check more than one if appropriate.)

   _____instructor
   _____volunteer
   _____homemaker
   _____self-employed
   _____business/industry
   _____social service
   _____skilled worker
   _____other (please identify)

3. When you were a new instructor, the orientation session was:

   _____adequate
   _____inadequate
   _____did not attend

4. Topics that should be covered in new instructor orientation are: (Please check as many as seem important to you.)

   _____community college philosophy and mission
   _____adult learners' special needs
   _____administrative procedures
   _____secretarial staff support for instructors
   _____Community Service programs available for participants
   _____teaching techniques
   _____other (Please specify) _____

5. The student (participant) evaluation of instructors after the second week: (Check as many as apply)

   _____gives me an opportunity to make early adaptation of course content.
   _____gives students a chance to feel they have input into course design.
   _____takes too much time.
   _____has not been helpful in my classes.
   _____other. (Please describe) _____

   _____

6. The final participant evaluation of instructors:

   _____gives me helpful feedback about my instruction.
   _____affects my future course planning.
   _____does not affect my course planning.
   _____is worthless.
   _____is somewhat helpful, but needs some revision. (See page 2)

(over)

Please add specific suggestions about the evaluation form here. (A copy is attached for your convenience.)

64

_____

_____

7. What form(s) of feedback would you find most (XXX) helpful, somewhat (XX), or least (X) helpful? (Please rate all by placing the appropriate number of X's.)

_____student evaluation of instruction
_____Community Service Staff observation
_____peer evaluation
_____video tape of your instruction
_____self evaluation

8. What would you like students to tell you about your instruction on evaluation forms?

_____

_____

_____

_____

9. In-service staff development events at North Hennepin Community College have been: (X as many as apply)

_____helpful.
_____not helpful.
_____held at times impossible for me to attend.
_____about topics of interest to me.
_____not about topics of interest to me.

10. Specific staff development topics of interest to me are:

_____

_____

_____

11. Following are some areas we at North Hennepin Community College have a need for instructors to be familiar with. On a scale of 1-5 (1 is low and 5 is high), how would you rate your familiarity with each item?

_____knowledge of adult development
_____use of A-V equipment
_____varied teaching techniques
_____understanding of the community college philosophy

12. As a learner, what learning method do you prefer? (Check as many as apply.)

_____reading
_____expert lecturer
_____small group activities
_____slide/tape presentation
_____feedback from in-class video taping
_____an individualized plan
_____large group discussion

13. Please mark (X) next to the time frame and format most available for you to attend possible staff events.

_____morning
_____afternoon
_____all day
_____late afternoons
_____evenings
_____Saturdays

_____short workshops
_____credit classes
_____day-long seminar

14. The quantity of current staff development activities at North Hennepin Community College is:

_____very adequate.
_____just about right.
_____too extensive.
_____not enough.

15. Please mark (X) by the teaching strategies you use. Mark (XX) by the one you prefer to use.

_____small group activities
_____lecture
_____large group discussion
_____demonstration
_____role play
_____A-V equipment

_____simulation
_____Journal
_____problem solving
_____contracts
_____other_____

Do you wish you could learn or gain skill in teaching methods you do not currently use?

_____Yes _____No (If yes, please specify.)

_____

16. What college resources would you like to know more about?

_____Library
_____Campus Center
_____Academic credit faculty
_____Community Service staff
_____Personalized learning equipment
_____A-V equipment (please specify) _____

_____Other (please specify) _____

(over)

17. Would you be interested in having Community Service staff offer suggestions for imporvement on your teaching style?

_____Yes _____No

18. Has the Instructor, our instructional newsletter, been useful to you?

_____Yes _____No (A brief explanation would be helpful.)

_____

19. What kinds or rewards or incentives for being a good instructor are valuable to you?

_____the Recognition Banquet
_____references for other jobs
_____college credit for staff development activities
_____CEU's for staff development activities
_____other

What might we do in the future to show you our appreciation of your skills and talents?

_____

_____

20. Would you be interested in sharing a general, brief incident report about your class at the end of the quarter. (The report could include things you were especially pleased about, new skills your participants learned, recommendations for additional courses, etc.)

_____Yes _____No

21. Would you be interested in having your participants demonstrate skills learned in class to other classes, for example, or to Community Service staff? This might include Belidi, Ballet, etc.

_____Yes _____No _____Does not apply.

22. How does teaching at North Hennepin fit into your career plans?

_____integral part of my career already
_____a hobby
_____a volunteer effort
_____experience for a future career in my field
_____an exploration of the teaching career
_____am not sure, would appreciate some help in career development

23. In general, what do you like about being an instructor in North Hennepin's Community Service program?

_____

_____

24. What could be improve or change?

_____

_____

APPENDIX A3

REMINDER NOTE

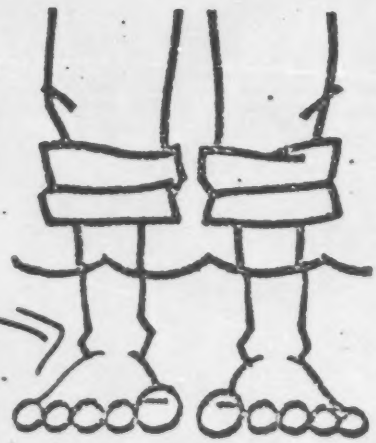
STAFF DEVELOPMENT SURVEY

WHOOPS!

I hate to be a heavy-footed nag --

or a haunting hag --

but without your survey



I'll DROWN!

Cynthia Heelan

APPENDIX A4

CURRENT EVALUATION FORM

Instructor's name

Course

Quarter - Year

Listed below are characteristics of effective teaching as described by Community Service instructors and administrators. Please indicate how you view your instructor by circling the appropriate alternative.

The Instructor:	Never	Rarely	Sometimes	Usually	Always
1. Knows the subject matter well.	1	2	3	4	5
2. Relates personal experiences to the topic.	1	2	3	4	5
3. Uses group activities to assist discovering ideas.	1	2	3	4	5
4. Uses audio visual materials in a helpful way.	1	2	3	4	5
5. Uses a variety of teaching methods.	1	2	3	4	5
6. Explains ideas in a clear manner.	1	2	3	4	5
7. Listens carefully to student concerns.	1	2	3	4	5
8. Is genuinely interested in students.	1	2	3	4	5
9. Is enthusiastic about the subject.	1	2	3	4	5
10. Is available for individual help.	1	2	3	4	5
11. Knows students' names.	1	2	3	4	5
12. Helps students feel free to contribute, ask questions.	1	2	3	4	5

13. What is the over-all value of this course to you?

not valuable	slightly valuable	valuable	very valuable	extremely valuable
1	2	3	4	5

14. What did you like most about the offering?

15. What could be improved next time?

APPENDIX A5

INSTRUCTOR JOB DESCRIPTION

CREDIT-FREE INSTRUCTOR JOB DESCRIPTION

POSITION TITLE: Credit-Free Instructor

Reportability and Dimensions:

Reports to: Credit-Free Program Director
Supervises: Individual classroom and learning environment

PRINCIPAL RESPONSIBILITIES

1. Be a master of the subject matter in question.
2. Develop an outline of intended content.
3. Assess learner needs the first class session and adapt content to meet learner expectations.
4. Facilitate the learners to actually learn what they came to learn.
5. Use a variety of teaching methods.
6. Use group activities as a means of discovering ideas and practicing skills.
7. Manage the classroom environment in an informal and reinforcing manner.
8. Participate in staff development activities for instructors
   a. one orientation for new teachers
   b. one in-service event per year or develop an individualized learning plan.

10. Serve as a referral resource to participants in course or seminar taught.

APPENDIX A6

CREDIT-FREE INSTRUCTOR TEACHING APPLICATION

CREDIT-FREE INSTRUCTOR TEACHING APPLICATION

North Hennepin Community College

Name _____ City _____

Address _____ Phone Number (s) _____

Position Applying for _____

1. Please describe your educational background preparing you for this position.

2. Please describe your experiences and competencies which qualify you for this position.

3. Please describe your teaching style including the strategies you use and how you involve learners in their learning experience.

4. Please describe how you might assess learner needs.

5. What are your major strengths as an instructor of adults?

_____

_____

_____

6. What are your weaknesses an an instructor of adults?

_____

_____

_____

7. Please mark (x) next to the time frame and format most desirable to you for attending staff events.

____ morning
____ afternoon
____ late afternoon
____ evening
____ Saturday

____ short workshops
____ credit classes
____ day long seminars

8. What is your preferred learning style? (Check as many as apply)

____ reading
____ expert lecturer
____ small group activities
____ slide tape presentation
____ feedback from in-class video taping
____ an individualized learning plan
____ large group discussion

9. Following are some areas we at North Hennepin Community College have a need for instructors to be familiar with. On a scale of 1-5 (1 is low and 5 is high), how would you rate your familiarity with each item?

____ knowledge of adult development
____ use of A-V equipment
____ varied teaching techniques
____ understanding of the community college philosophy

APPENDIX A7

SECOND WEEK EVALUATION PROCESS

North Hennepin
Community College

7411 85th Avenue North, Minneapolis, Minn. 55445, 425-4541

Dear Instructor,

As you recall, we are evaluating classes that last five or more sessions after the second class. The purpose of this is two-fold:

1) to offer students an opportunity for early input into the course content, in case they haven't said anything about their expectations thus far.

2) to offer you an opportunity to make early changes in content to insure satisfaction of your students, and consequently to reduce early "dropping out".

The process we use is:

1. Forms will be distributed by the teacher after the second class session.

2. The teacher will read the directions on the cover sheet, then leave the classroom to do a self analysis using the same form as the students.

3. A previously identified student will deliver the evaluation forms to the Community Service Office in a sealed envelope.

4. The envelope will be sent, unopened, to the instructor for his/her comparison to the self-rating.

5. The same form will be issued to students after the last class session. A similar process will be followed, except that the Community Service department will summarize the class response and send it to the instructor.

6. A staff evaluator will, during the quarter, observe the instructor using the same rating form and will also share that with the instructor.

Please read the directions for the evaluation to your students, then fill out the evaluation form as you see yourself. We hope this is helpful to you in making early adaptations in your course in response to your students.

Cynthia Nelson

APPENDIX A8

REVISED EVALUATION FORM

INSTRUCTOR EVALUATION

Instructor's Name

Course

Quarter-Year

Listed below are characteristics of effective teaching as described by Community Service instructors and administrators. Please indicate how you view your instructor by circling the appropriate alternative

The Instructor:	Never	Rarely	Sometimes	Usually	Always	Not Applicable
1. Knows the subject matter well.	1	2	3	4	5	0
2. Relates personal experiences to the topic.	1	2	3	4	5	0
3. Uses group activities to assist discovering ideas.	1	2	3	4	5	0
4. Uses audio-visual materials in a helpful way.	1	2	3	4	5	0
5. Uses a variety of teaching methods.	1	2	3	4	5	0
6. Explains ideas in a clear manner.	1	2	3	4	5	0
7. Listens carefully to student concerns.	1	2	3	4	5	0
8. Is genuinely interested in students.	1	2	3	4	5	0
9. Is enthusiastic about the subject.	1	2	3	4	5	0
10. Is available for individual help.	1	2	3	4	5	0
11. Knows students' names.	1	2	3	4	5	0
12. Helps students feel free to contribute, ask questions.	1	2	3	4	5	0
13. Gave information that met your needs.	1	2	3	4	5	0

14. What is the over-all value of this course to you?

not valuable	slightly valuable	valuable	very valuable	extremely valuable
1	2	3	4	5

15. What did you like most about the offering?

16. What could be improved next time?

17. Specific comments on the subject matter of this course:

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